

Childminder report

Inspection date:

24 September 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children happily arrive at the childminder's setting. They receive a very warm welcome, and the childminder engages with parents to gather any necessary information to ensure the children have a good day. These respectful relationships with parents let children know that they are in the safe hands of the childminder, which helps them to feel connected. Children follow the securely embedded care routines. They become adept at washing and drying their hands. Even the youngest children delight in finding their personal towels to dry their hands, and are keen to show these to a visitor.

The childminder has high expectations for all children. She gives gentle reminders about using good manners and the importance of sharing resources with their friends. Children are encouraged to keep trying when they find something difficult, for example as they open small pots of play dough. The childminder offers just the right amount of help each child needs to be successful. Children listen carefully to the childminder, and their behaviour is good. The curriculum is carefully sequenced to offer a range of experiences for children that build on their natural interests and developmental stage. Children recap and revisit prior learning so the skills they learn are mastered. All children make good progress and are equipped with the skills they need for future learning.

What does the early years setting do well and what does it need to do better?

- The childminder has carefully constructed the curriculum to meet children's individual needs by paying close regard to their developmental needs and interests. She works in close partnership with her co-childminder to gather information, carefully observe and then plan for children's learning. Their approach is highly effective in supporting children to make substantial progress across all seven areas of learning and development.
- The childminder identifies training needs and professional development opportunities that further support the provision on offer to children and families. She is proactive in determining where her knowledge needs updating, for example when there are changes to the early years foundation stage. The childminder engages in regular professional discussions with her co-childminder to consistently drive improvement across the provision.
- The childminder supports children's understanding of mathematical concepts highly effectively. She skilfully stretches and challenges more able children to help them make the best possible progress. For example, they learn about weight as they experiment with cones and conkers using the scales. The childminder helps children to secure mathematical language such as 'light' and 'heavy' into their ever-developing vocabulary.
- The childminder ensures hygiene routines are securely embedded. For example,

children learn from an early age the importance of washing and drying their hands competently. The childminder supports them to practise this important life skill routinely throughout the day. However, she does not yet consistently support children in wiping their noses independently.

- The childminder is an excellent role model for children's communication and language. She ensures that children hear the correct pronunciation of sounds that they struggle to say. This reinforces children's language skills effectively and helps them develop into confident communicators. The childminder pays close, careful attention to children's non-verbal and verbal communication. This encourages children to make their wishes and feelings known. For example, babies point and gesture to the equipment they would like to explore.
- Children behave impeccably. The childminder is an excellent role model for kind and respectful interactions. She speaks to the children in a calm and gentle voice, which encourages them to listen and understand her expectations. The childminder ensures there are sufficient resources to help children play alongside each other. She also steps in to support them in cooperating with their peers. This helps to create an exceptionally harmonious atmosphere across the setting.
- The childminder skilfully builds on children's natural curiosity to extend their learning. For example, when they show great interest in colour mixing, the childminder encourages them to manipulate and combine small pieces of dough to create new colours. Children are fascinated by the changes they can make, which extends their understanding even further.
- The childminder builds respectful partnerships with parents that help support children's sense of well-being. The childminder meets regularly with parents to discuss the children's progress, and together they agree on the children's next steps across the curriculum. This ensures parents feel fully involved in their children's learning journey.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- create even more opportunities for children to develop good hygiene and self-care practices, such as wiping their own noses, to help them build their independence even further.

Setting details

Unique reference number	EY476063
Local authority	Birmingham
Inspection number	10391335
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 13
Total number of places	6
Number of children on roll	11
Date of previous inspection	22 January 2020

Information about this early years setting

The childminder registered in 2014. She works with a relative, who is also a registered childminder, in Nechells, Birmingham. The childminder operates Monday, Tuesday and Friday from 8am to 5pm, all year round. She offers funded places for children aged nine months to four years. The childminder holds a level 2 qualification.

Information about this inspection

Inspector
Lisa Gadsby

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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